



Forms

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GRANTEE'S ADVANCE ACTIVITIES CHECKLIST

This checklist summarizes for you the activities that need to be completed during the Advance Activities phase of the review. Additional details regarding each of the listed activities can be found in the *PRISM Guide*.

Record Team Leader Name and Review Dates

☐ Name of Team Leader: _____

☐ Dates of Review: _____

Provide Background Information

- ☐ Make available to the team leader materials as requested on the **PRISM Records Request Form**. The form specifies:
 - Documents to be delivered to the hotel for advance review by the Fiscal Reviewer; and
 - Documents that you must make available to the review team while on-site.
- ☐ Upon being contacted by the team leader, provide to the team leader written certification that relevant fiscal documents will be delivered to the review team's hotel no later than the Saturday afternoon before the start of the On-Site Activities phase of the review.

Prepare for the Entrance Meeting

- ☐ Work with the team leader to schedule and identify the location of the **Entrance Meeting**, which is the first event of the On-Site Activities phase of the review. Invite any staff you believe should attend, as well as your governing body chairperson, Executive Director, and Policy Council chairperson. Estimate no more than 1 hour for the meeting.

Assist in the Identification of Delegate Agencies and the Selection of Centers and Classrooms to Be Visited

Note: While the team leader may select the individual sites to be visited without your direct assistance, your help is still needed in the facilitation of that process.

- ☐ If you are a grantee with delegate agencies, provide the team leader with an updated list of names of all delegate agencies. Note the following information next to each agency: if it is a new Head Start center, has a new director, has had significant staff turnover, involves a child care partnership, or if it is one you would especially like the team to visit.

- Work with the team leader to schedule and identify the location(s) of the **Family Group Interview**. Once you know when the focus families will be available for an interview, talk to the team leader to arrange a date and time for the interview. The interview is generally held after reviewers have had the opportunity to observe their focus children and look at children and families' files. Also, take care of logistical arrangements such as transportation, child care, and translation, if needed. Estimate no more than 2 hours for the session.
- Work with the team leader to arrange for the review team to observe a **Policy Council or Policy Committee meeting**. This should be a meeting during which regular agenda topics are discussed. Make sure the Policy Council or Policy Committee plans to stay for about half an hour after the meeting to talk with the reviewers. Estimate no more than 1 hour for the session.
- Work with the team leader to arrange for the review team to speak with as many members of the **governing body** as seems feasible. If possible, schedule a meeting between reviewers and some members of the governing body. Otherwise, ask representative members of the governing body when it would be convenient for a reviewer to call them or visit them for an individual interview. Estimate no more than 1 hour for the session.
- Work with the team leader to schedule and identify the location(s) of the **Child Care Partner Interview(s)**. If a group interview is not possible, the appropriate reviewers may be able to speak to one or several of the partners either by phone or in person when they visit their child care program to observe a focus child. If you have only a small number of child care partners, consider adding them to the Community Partners group. Estimate 30 minutes to 1 hour for the session.
- Work with the team leader to arrange for reviewers to speak with key **community partners**, including a representative of the Local Education Agency (LEA) or Part C¹ agency. Ask participants of the Community Partnerships Interview to complete the Community Partnerships Information Form (see Appendix II: Forms) and provide the team leader with these completed forms. Conversations with community partners may occur through individual meetings, individual phone calls, or a group interview. Estimate about 30 minutes to 1 hour for the interview(s).
- Arrange with the team leader to arrange for at least one reviewer to accompany children on a **bus ride**.

Grantee Briefings

- Discuss with the team leader expectations regarding the frequency timing and circumstances of daily briefings.

¹ Individuals with Disabilities Education Act (IDEA)

TEAM LEADER'S ADVANCE ACTIVITIES CHECKLIST

This checklist summarizes for you the activities that need to be completed during the Advance Activities phase of the review. Note that ☐'s placed before an item mean that grantee staff need not be involved; ☐'s *might* require input from the grantee's Head Start director.

All forms referred to in this checklist are located in the Forms appendix of the *PRISM Guide*.

Record Identifying Information

Grantee Name: _____

Grant Number: _____

Name of Grantee Director: _____

Record Dates for Review

☐ Dates: _____

Contact the Grantee

- ☐ Contact the grantee approximately one month prior to the scheduled review date. During the initial contact, introduce yourself and make logistical preparations.
- ☐ Send letter to grantee confirming dates of review.

Request Background and Advance Review Documents

- ☐ Complete the PRISM Records Request Form and deliver to the grantee. Complete each section of the PRISM Records Request Form to specify:
 - Documents to be delivered to the hotel for advance review by the Fiscal Reviewer (work with the Fiscal Reviewer in identifying this information); and
 - Documents that the grantee must make available to you and your team while on-site.
- ☐ Communicate to the grantee director that he or she must deliver to you in advance of the Fiscal Reviewer's anticipated arrival date, written certification that relevant fiscal documents will be delivered to the review team's hotel no later than the Saturday afternoon before the start of the On-Site Activities phase of the review.

Review the Team Composition

- ☐ Danya Review Planners will assign reviewers to each scheduled review. The Team Leader should review the team composition and address with the Review Planner any additional staffing needs.

Arrange for Distribution of Advance Review Information

- ☐ Work with the grantee to ensure timely delivery to the hotel of specified fiscal documents for advance review by the fiscal reviewer(s).

Schedule the Review Team Planning Meeting

- ☐ Schedule the Review Team Planning Meeting to occur (on-site or at the hotel) prior to the Entrance Meeting at the grantee's site.

Schedule the Entrance Meeting Interview

- ☐ Schedule the Entrance Meeting as the first grantee event of the review. The director may invite any staff he or she believes should attend. Estimate no more than 1 hour for the meeting.

For grantees with delegates: Determine whether separate entrance meetings are desirable, and if so, schedule such meetings.

Select Centers and Geographic Areas for Family Child Care or Home-Based Option

- ☐ Complete Step 1 on the Selection Process Form to select centers and geographic areas to visit. Record the names of the centers (including child care partners' centers) and areas on the Selection Tree Form.

Select Classrooms, Family Child Care Homes, and Home Visitors

- ☐ Complete Step 2 on the Selection Process Form to select classrooms and/or homes to visit and home visitors to accompany. Record the names of the lead teachers, home visitors, and family child care providers on the Selection Tree Form.

Select Focus Children and Families

- ☐ Complete Step 3 on the Selection Process Form to select focus children and their families.

Schedule the Family Group Interview

- ☐ Work with the grantee director to schedule the Family Group Interview at a time convenient for most parents to attend. Assign the facilitator and notetaker. All focus families should be invited to attend the interview. Reviewers should make every effort to talk to members of

all focus families during the review, including those who are not able to attend the Family Group Interview, so that there is a broad representation of parents in the review process. Alternative ways to contact parents who are not able to join the interview include telephone calls in the evening, speaking with parents when they drop off or pick up their children, or going on a bus ride. Estimate no more than 2 hours for the session.

Schedule the Policy Council/Committee Meeting

- Arrange with the director, if possible, to observe a meeting of the policy group. Each meeting should include discussion of regular agenda topics. Assign the reviewers who will both attend the meeting and interview the policy group members at the end of the meeting. Estimate about 1 hour for the interview.

For grantees with delegate agencies: Observe the grantee's Policy Council and Policy Committee meetings of each of the delegates selected for review.

Schedule the Governing Body Interview(s)

- Arrange with the director to speak with as many members of the governing body as seems feasible, either as a group or individually (in person or by phone). Work with the grantee director to schedule a group interview or to identify times convenient for reviewers to call governing body members. Estimate about 1 hour for the interview(s).

For grantees with delegate agencies: Speak with the grantee's governing body and the governing body of each delegate selected for review.

Schedule the Child Care Partners Interview(s)

- Work with the director to make arrangements for interviewing child care partner staff. These interviews may be conducted as individual or small group interviews, and may take place either at the child care partner's site or at the Head Start site. If desired, these partners may join other community partners in their respective interviews. Estimate about 30 minutes to 1 hour for the interview(s).

Schedule the Community Partners Interview(s)

- Work with the director to identify and speak with individuals from key community partner agencies, including a representative of the Local Education Agency (LEA), or Part C¹ agency. Communicate to the grantee director that he or she should send the Community Partnerships Information Form (see Appendix II: Forms) to all participants of this interview, and then send the completed forms to you. If desired, request that the grantee director set up individual meetings or group meetings, or find out what times during the week would be convenient for a call or visit. Estimate about 30 minutes to 1 hour for the interview(s).

¹ Individuals with Disabilities Education Act (IDEA)

Schedule the Shadow Bus Ride (if transportation services are offered to children)

- Work with the director to arrange for a reviewer to accompany children on a bus ride. Record on the **Team Assignment Worksheet** the identity of the assigned reviewer and details regarding bus ride arrangements.

Discuss Grantee Briefings

- During initial discussions with the grantee, convey to the grantee director the importance of ongoing communication and discuss your expectations regarding probable frequency, timing, and circumstances of briefings during the on-site phase of the review.

PRISM RECORDS REQUEST

Review team members need to have access to the following materials during the monitoring review. Some of these items can be sent in advance while others should be made available to reviewers during the On-Site Activities phase of the review. Please complete this request prior to the On-Site Activities phase. Specify those documents you wish the grantee to provide in advance and those documents to be made available for review during the On-Site Activities phase. For those documents to be reviewed by the team while on-site, have the grantee specify on this form the location of the files and grantee staff responsible for providing access to the information.

RECORD	LOCATION <i>(if not in central location)</i>	STAFF RESPONSIBLE
RECOMMENDED FOR ADVANCE REVIEW (GRANTEE RECORDS)		
ADVANCE REVIEW - FISCAL REVIEWERS		
Funding/Budget and Fiscal Documentation <ul style="list-style-type: none"> The grantee's external audit reports and accompanying management letters for the past three years If conducted, internal audit reports for the past three years The grantee's current and prior year Financial Assistance Awards (FAAs), including all construction and renovation awards Most recent financial reports as delivered to the governing bodies Organizational chart, list of staff and function of each staff person, including any vacancies The grantee's Policies and Procedures manual(s) covering fiscal operations, including accounting and procurement policies and procedures 	To be delivered to the review team's hotel no later than the Saturday afternoon before the start of the On-Site Activities phase of the review	Grantee Director

RECORD	LOCATION <i>(if not in central location)</i>	STAFF RESPONSIBLE
<ul style="list-style-type: none"> • The grantee's current indirect cost agreement and cost allocation plan • All lease agreements • The grantee's most recent final SF-269 (Financial Status Report) and PMS-272 (Federal Cash Transaction Report) with supporting documentation • Current insurance policies • Grantee's most recent IRS 990, if applicable • All current contracts or other agreements with consultants • Current administrative costs documentation 		
RECOMMENDED FOR ON-SITE REVIEW- ALL REVIEWERS		
Program History <ul style="list-style-type: none"> • Head Start and/or Early Head Start grant applications from the past 2 years • Notice of grant award 		
Program Plans <ul style="list-style-type: none"> • Community Assessment • Long-range program goals and short-term program and financial objectives • Written plan(s) for program services • Child Outcomes plan • Grantee Profile² 		
Program Administration <ul style="list-style-type: none"> • Health Services Advisory Committee minutes • Grievance procedure for parent or community complaints 		

² The Grantee Profile is available on the team leader Web site at www.headstartreviews.com

RECORD	LOCATION <i>(if not in central location)</i>	STAFF RESPONSIBLE
<ul style="list-style-type: none"> • Most recent self-assessment (including description of procedures, results, and actions in response to results) • Ongoing monitoring instrument(s), reports and corrective action documents for the last 12 months. • Recruitment/enrollment information (including policies/procedures, attendance records, and enrollment/waiting list information) • Grantee/delegate contracts, if applicable • Interagency and child care partnership agreements 		
Policy Council Information <ul style="list-style-type: none"> • Bylaws • Membership list • Minutes for the last 12 months • Impasse procedure 		
Governing Body Information <ul style="list-style-type: none"> • Bylaws • Membership list (including roles and responsibilities of members) • Minutes for the last 12 months • Information on policies/procedures related to governance not included elsewhere 		
Personnel-Related Documents <ul style="list-style-type: none"> • Organizational chart or list of staff and function of each staff person, including any vacancies • Job descriptions 		
Training-Related Documents <ul style="list-style-type: none"> • Staff development and training approach • Training and technical assistance (T/TA) plan • Records of all training provided 		

RECORD	LOCATION <i>(if not in central location)</i>	STAFF RESPONSIBLE
General Program Activity Information <ul style="list-style-type: none"> • Menus • Daily classroom schedule • Class rosters • General information supplied to parents • Information on use of volunteers • Schedules of parent meetings and topics 		
Child Records <ul style="list-style-type: none"> • Ongoing assessment of progress • Screening and health care records • Emergency contact information • Individualized Education Plan (IEP) and/or Individualized Family Service Plan (IFSP), if applicable • Food and/or health allergies 		
Family Records <ul style="list-style-type: none"> • Conversation or anecdotal notes • Description of family goals and progress • Documentation of home visits and parent/teacher conferences • Documentation of parent involvement • Enrollment/income eligibility forms 		
Personnel-Related Documents <ul style="list-style-type: none"> • Personnel policies (including policies and procedures pertaining to confidentiality) • Salary schedule • Staff personnel files including staff health records • Staff performance evaluations 		

RECORD	LOCATION <i>(if not in central location)</i>	STAFF RESPONSIBLE
Health- and Safety-Related Policies and Procedures <ul style="list-style-type: none"> • Medication administration • Short-term exclusion • Emergency procedures • Child abuse/neglect reporting procedures • Equipment maintenance logs • Results from environmental tests and/or safety inspections • Hazardous material (e.g., blood, human waste) disposal policies 		
Licenses <ul style="list-style-type: none"> • Child care • Sanitation • Fire/safety • Food handlers • Other (as required under applicable State or local regulations) 		
Fiscal Records <ul style="list-style-type: none"> • Detailed general ledger or accounts payable (AP) disbursements journal • Monthly trial balances • Bank reconciliation • Administrative costs documentation • Written accounting procedures • Program budget planning documents (e.g., forms, memorandums, work papers) • Chart of accounts • Property inventory and files for recent major purchases • Procurement policies • Payroll journal • Insurance policies (e.g., liability, vehicles, child accident) • Non-Federal share documentation 		

RECORD	LOCATION <i>(if not in central location)</i>	STAFF RESPONSIBLE
<ul style="list-style-type: none">• Department of Agriculture (USDA) accounting records and source documents (e.g., meal counts, etc.)• Vendor contracts• Grantee charter document		
Transportation Records <ul style="list-style-type: none">• Bus routes• Bus logs• Driver licenses• Accident records• Maintenance logs		
Other <ul style="list-style-type: none">• Maintenance logs for facility (if owned by grantee)		

COMMUNITY PARTNERSHIPS INFORMATION FORM

Name: _____ Date: _____

Title: _____ Time: _____

Agency: _____

*Please describe your agency's role in the community. What is your role in the agency?**Do you have an interagency agreement with the HS/EHS program? (circle one) Yes No**Tell us about the partnership you have with this Head Start/Early Head Start program.**How do you communicate and what type of information do you share?**What are the strengths of your partnership?**What do you see as the greatest challenges?*



TEAM ASSIGNMENT WORKSHEET

Grantee: _____ Dates of Review: _____

Team Leader: _____

<i>Activity</i>	<i>Who Leads</i>	<i>Who is Also Responsible</i>
Core Questions		
1. Program Governance		
2. Planning		
3. Communication		
4. Record-Keeping and Reporting		
5. Ongoing Monitoring		
6. Self-Assessment		
7. Human Resources		
8. Fiscal Management		
9. Prevention and Early Intervention		
10. Individualization		
11. Mental Health		
12. Disabilities Services		
13. Curriculum and Assessment		
14. Family Partnership Building		
15. Parent Involvement		
16. Community Partnerships		
17. ERSEA		
18. Facilities, Materials, Equipment, and Transportation		

<i>Activity</i>	<i>Who</i>	<i>When</i>	<i>Where</i>
Review Team Planning Meeting			
Entrance Meeting			

TEAM ASSIGNMENT WORKSHEET (CONTINUED)

<i>Activity</i>	<i>Who</i>	<i>When</i>	<i>Where</i>
Health Services Protocol			
Nurtition Services Protocol			
Disabilities Services Protocol			
Mental Health Services Protocol			
Early Childhood Development Protocol			
Family Group Interview Facilitator: Notetaker:			
Government Body Interview(s)			
Policy Group Meeting			
Community Partnership Contacts			
Child Care Partnership Contacts			

TEAM ASSIGNMENT WORKSHEET (CONTINUED)

<i>Activity</i>	<i>Who</i>	<i>When</i>	<i>Where</i>
Health and Safety Checklist Setting #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11 #12			
Transportation Services Checklist			
Income Eligibility Data Collection Form			
Grantee Briefings			
Team Meetings			
Other			

Grantee							Review Team		
Child's Name	Age	Program Option	Disability	Language	Parent Name	Parent Attending Focus Group	Siblings Enrolled in HS/EHS	Reviewer	Estimated Time of Observation
Center & Classroom:									
Center & Classroom:									

Grantee								Review Team	
Child's Name	Age	Program Option	Disability	Language	Parent Name	Parent Attending Focus Group	Siblings Enrolled in HS/EHS	Reviewer	Estimated Time of Observation
Center & Classroom: Oak Ridge, Classroom A									
Joe Smith	4	AM only	No	Spanish	George Smith	Yes, Oak Ridge 3/22 at 10AM	Mary Smith, 2, home-based EHS	Jane Doe	Wed. 9 AM
Lisa Name	3	AM only	Yes, Hearing Impaired	English	Mike Name	No	No	John Doe	Tues. 10 AM
Center & Classroom: Wonder St Center, Classroom 201									
One Child	2	Full Day	No	English	Jen Child	No, working but can be reached by phone.	Older Child, 4, Classroom 204	Jeff Doe	Tues. 3 PM

THE SELECTION PROCESS

In the sections that follow, instructions are given for selection at three different levels: (1) centers or geographic areas; (2) classrooms, family child care homes, and home visitors; and (3) focus children and their families. Note that the first level, "centers or geographic areas," is meant to characterize locations of center-based classrooms, groupings of home-based services, or groupings of family child care homes. These three levels of selection will not be needed when reviewing all grantees. If all centers or geographic areas will be visited, skip Step 1.

The discussion provides a step-by-step methodology to use in preparing for a review, using the Selection Tree form immediately following the selection process description.

Step 1: Select Centers or Geographic Areas to Visit

(Skip this step if all centers and geographic areas will be visited.)

The goal of this step is to choose the centers, family child care homes, and home-based areas that one or more members of the review team will visit. If there are too many centers to visit (or if they are too far apart), the team leader needs to collect information on certain characteristics of each center and select those that will be visited. Because of their effects on the quality of services, the following characteristics of centers should be considered in the selection:

- The center is relatively new to Head Start and has not yet been reviewed;
- The center is part of a child care partnership; and
- The grantee's Head Start director wants to showcase the center's excellence or has expressed concern about its performance.

A premise of the PRISM review is that reviewers will be thorough in investigating the experience of at least one child and his/her family in every center, family child care option, or home-based option in the group selected. So the number of centers (or areas) selected must be limited enough to allow for reviewer thoroughness, yet expansive enough to cover the range of services offered by the grantee. (If the number of centers that are automatically included exceeds the number that can be visited, the team leader may randomly select from new centers and those that are part of the child care partnerships.)

Taking into account the size of the team and the distances between centers, the team leader needs to decide how many additional centers can be selected. These additional centers should represent the variety of center-based services (e.g., part-day and full-day). If the grantee has delegate agencies, the selected centers must include at least one that is operated by each delegate agency. In a morning (or an afternoon or evening), each reviewer can be assigned about three classrooms in a single center, one classroom in each of two different centers, or two different family child care homes (if these centers or homes are fairly close to each other). Each reviewer can accompany a home visitor on one home visit in a morning or an afternoon.

Home-based services and family child care homes are generally clustered in geographic areas. If it will not be possible to visit all family child care homes or accompany all home visitors, the team leader should select certain geographic areas for visits. For example, if the grantee's operations cover a five-county area and cluster home visitors by county, the team leader should choose the counties that will be visited. Selection can be random, taking into account the director's knowledge of services in the various counties. If services are very different (e.g., two counties provide home-based services to children with significant disabilities), the selection should reflect the differences.

Using the Selection Tree can be helpful in choosing the centers and geographic areas. To begin, record the names of all centers and areas that may potentially be visited. (The only ones initially excluded will be those operated by delegate agencies that will not be visited.) If the grantee has delegate agencies, be sure to list each center name under the correct delegate agency name. Also, list each geographic area in which the grantee manages family child care homes or home-based options. If the grantee has no delegates, list the centers and areas from left to right, beginning with (1). Then note any special features of each center or area next to its name (e.g., write "EHS" to show the centers operating Early Head Start, "FCC" for a geographic area that operates family child care homes, "CC" for a child care partnership, or "PROB" to indicate the director's concern).

When an initial decision has been made about the selection of centers, the team leader should circle all of these centers on the Selection Tree. It is then advisable to check that the selected group:

- Contains as many new centers as possible;
- Includes child care partnerships, if they exist;
- Represents all program options; and
- Contains at least one center operated by each delegate agency (if applicable).

Step 2: Select Classrooms, Family Child Care Homes, and Home Visitors

The next task is to identify the specific staff whose classes or family child care homes will be observed, or who will be accompanied on a home visit. In general, the team leader can randomly choose classes within selected centers or family child care homes in the geographic area selected for visits. For the home-based option, the team leader can randomly select home visitors. However, the team leader does need to keep in mind geographic constraints. A reviewer may be able to see multiple classrooms or homes in a day, but distances between locations should be taken into account when deciding just how many are reasonable.

Begin this step by recording the names of each lead teacher in a center and each family child care provider or home visitor in a geographic area on the Selection Tree. For example, check the name of the center numbered (1) in Step 1. Under number (1) in Step 2 are spaces for five names. Write the name of each relevant staff member, one per line, to indicate the groupings of children in the center's program. Following each name, note whether the person is a lead teacher (LT), a family child care provider (FCC), or a home visitor (HV). Then complete the

list for all other centers and geographic areas to be visited.

Step 3: Select Focus Children and Their Families

The final step in the selection process is to choose the children and their families that will be the focus of the data-gathering efforts during the review. Generally, no more than one child per class, family child care home, or home visitor case load is included. It is important to select focus children and their families prior to the review so that grantee staff can schedule the Family Group Interview at times convenient for the adults in focus families. Choosing families in advance also allows the grantee to secure home-based families' permission to invite a reviewer into their home. Team leaders may select "alternates" in case a focus child has moved between the time of selection and the review, a family does not feel comfortable opening their home, or reviewers find concerns and wish to check on additional families. Team leaders need to have contingency plans in case of absent children and help reviewers think of alternate ways to contact parents who are not able to attend the Family Group Interview.

Prior to selection, it is suggested that the team leader obtain rosters, indicating each child's age and noting children with disabilities. Some team leaders may ask for a choice of more than one child per class or home visitor, and then make the final selection. In general, the selection of children is random. However, the team leader may first want to choose children with disabilities from some of the classes or geographic areas, one per class. Inclusion of at least one child with more significant disabilities is recommended. Child care partnerships should also be included when selecting focus children. For the remaining groups, random selection can proceed.

The actual number of families may vary due to the distance between sites included in the review and the grantee's program options. For example, if the grantee operates either a home-based or family child care option, a reviewer needs to be assigned families experiencing those options.

Focus children and families are key to data gathering for all Service Reviewers. Data from focus children and families also help systems reviewers understand how well systems support partnership building and delivery of services to children and families. Data gathering on focus children and families may be sufficient to allow reviewers to fully describe grantee services. If reviewers are satisfied that they have a good understanding of the program through the use of this group, they may end their work. However, if the focus children and families raise questions that can be answered only by reviewing additional files, talking with additional staff, or observing in other classes, reviewers should take these extra steps as well.

Note: When the Selection Tree is complete, the team leader records the classroom, home visit, and focus children assignments on the Team Assignment Worksheet. The grantee may need to fill out additional information in the focus children portion of the Team Assignment Worksheet and then submit it to the team leader.

Grantee Name	<div></div>																			
Delegate Names (All delegates will be reviewed concurrently with the grantee review)	<div></div>																			
Step 1: Center names or Geographic Areas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Step 2: Lead Teacher/ Home Visitor/ Family Child Care Provider Names																				
Step 3: Child Names																				

Go to class lists for selection of one focus child per class or group. Make sure a sample of children with disabilities is chosen, that child care partnerships and all options are represented, and that all age groups are included.

SUMMARY OF REVIEW DECISIONS INSTRUCTIONS

The Summary of Review Decisions Worksheet is a tool to help team leaders and other review team members, identify, organize, and track the progression of the following components related to individual Core Questions during team meetings throughout the week: Issues Raised by Team Members, Follow-up Items for Tomorrow, Possible Citations, and Related Citations and Core Questions. Notes can be entered for each category on a daily basis (Monday to Thursday, which, on a typical review, are the days when most of the team meetings and review decision collaboration processes occur). The following is a more detailed description for each category listed in the first column of the form:

- **Issues Raised by Team Members:** This space is for any issues or concerns that team members have identified and raised during daily team meetings or throughout the review week. Most of these issues will need some type of follow-up action (e.g., verification through records, interviewing a grantee staff member), which is the next element of the form.
- **Follow-Up Items for Tomorrow:** This area should be used to identify any follow-up action necessary to resolve the issues raised by team members in the first box.
- **Possible Citations:** To make the report writing process easier and faster, it is a good idea to have possible citations for concerns written out during the week, so that by Thursday, review team members already have a good idea of which citations may be cited in the draft Head Start Review Report. Additionally, by checking the citations before Thursday, review team members can determine at an earlier point in the week how a particular concern matches up with the program requirements.
- **Related Citations & Core Questions:** The FY 2006 version of PRISM places an even stronger emphasis on the interrelationships between systems, services, and partnerships. Therefore, review team members should be communicating with one another to determine if a system or service concern is pervasive. This category aims to help guide reviewers in their effort to determine the pervasiveness of a potential area of noncompliance.

Located directly under each Core Question heading is a space for the team leader to circle the appropriate preliminary review decision based on the review team's activities throughout the week.

EARLY CHILDHOOD DEVELOPMENT AND HEALTH (ECDH)				
Core Question 9a: Prevention and Early Intervention for Health and Nutrition Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance				
	Monday	Tuesday	Wednesday	Thursday
Issues Raised by Team Members				
Follow-Up Items for Tomorrow				
Possible Citations				
Related Citations & Core Questions				

<div>Core Question 9b:</div> <div>Managing Health and Nutrition Services</div> <div>Review Decision in Draft Head Start Review Report (circle one):</div> <div>Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance</div>	Monday				Tuesday				Wednesday				Thursday			
	Issues Raised by Team Members															
	Follow-Up Items for Tomorrow															
	Possible Citations															
	Related Citations & Core Questions															

Core Question 10: Individualization Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance					
	Monday	Tuesday	Wednesday	Thursday	
	Issues Raised by Team Members				
	Follow-Up Items for Tomorrow				
	Possible Citations				
Related Citations & Core Questions					

<div>Core Question 11:</div> <div>Mental Health</div> <div>Review Decision in Draft Head Start Review Report (circle one):</div> <div>Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance</div>	Monday				Tuesday				Wednesday				Thursday			
	Issues Raised by Team Members															
	Follow-Up Items for Tomorrow															
	Possible Citations															
	Related Citations & Core Questions															

Core Question 12: Disabilities Services Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance				
	Monday	Tuesday	Wednesday	Thursday
Issues Raised by Team Members				
Follow-Up Items for Tomorrow				
Possible Citations				
Related Citations & Core Questions				

<div>Core Question 13:</div> <div>Curriculum and Assessment</div> <div>Review Decision in Draft Head Start Review Report (circle one):</div> <div>Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance</div>	Monday				Tuesday				Wednesday				Thursday			
	Issues Raised by Team Members															
	Follow-Up Items for Tomorrow															
	Possible Citations															
	Related Citations & Core Questions															

FAMILY AND COMMUNITY PARTNERSHIPS (FCP)					
Core Question 14: Family Partnership Building Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance					
	Monday	Tuesday	Wednesday	Thursday	
	Issues Raised by Team Members				
	Follow-Up Items for Tomorrow				
Possible Citations					
Related Citations & Core Questions					

<div>Core Question 15:</div> <div>Parent Involvement</div> <div>Review Decision in Draft Head Start Review Report (circle one):</div> <div>Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance</div>	Monday				Tuesday				Wednesday				Thursday			
	Issues Raised by Team Members															
	Follow-Up Items for Tomorrow															
	Possible Citations															
	Related Citations & Core Questions															

Core Question 16: Community Partnerships Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance					
Issues Raised by Team Members					
Follow-Up Items for Tomorrow					
Possible Citations					
Related Citations & Core Questions					

PROGRAM DESIGN AND MANAGEMENT (PDM)					
Core Question 1:	Program Governance				
	Review Decision in Draft Head Start Review Report (circle one):				
	Preliminary Areas of Noncompliance	OR	No Preliminary Areas of Noncompliance		
	Monday	Tuesday	Wednesday	Thursday	
	Issues Raised by Team Members				
	Follow-Up Items for Tomorrow				
	Possible Citations				
	Related Citations & Core Questions				

Core Question 2: Planning Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance				
	Monday	Tuesday	Wednesday	Thursday
Issues Raised by Team Members				
Follow-Up Items for Tomorrow				
Possible Citations				
Related Citations & Core Questions				

<div>Core Question 3:</div> <div>Communication</div> <div>Review Decision in Draft Head Start Review Report (circle one):</div> <div>Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance</div>	Monday				Tuesday				Wednesday				Thursday			
	Issues Raised by Team Members															
	Follow-Up Items for Tomorrow															
	Possible Citations															
	Related Citations & Core Questions															

Core Question 4: Record-Keeping and Reporting Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance					
Issues Raised by Team Members					
Follow-Up Items for Tomorrow					
Possible Citations					
Related Citations & Core Questions					

<div>Core Question 5:</div> <div>Ongoing Monitoring</div> <div>Review Decision in Draft Head Start Review Report (circle one):</div> <div>Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance</div>	Monday				Tuesday				Wednesday				Thursday			
	Issues Raised by Team Members															
	Follow-Up Items for Tomorrow															
	Possible Citations															
	Related Citations & Core Questions															

Core Question 6: Self-Assessment Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance					
	Monday	Tuesday	Wednesday	Thursday	
Issues Raised by Team Members					
Follow-Up Items for Tomorrow					
Possible Citations					
Related Citations & Core Questions					

<div>Core Question 7:</div> <div>Human Resources</div> <div>Review Decision in Draft Head Start Review Report (circle one):</div> <div>Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance</div>				
	Monday	Tuesday	Wednesday	Thursday
Issues Raised by Team Members				
Follow-Up Items for Tomorrow				
Possible Citations				
Related Citations & Core Questions				

Core Question 8: Fiscal Management Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance				
	Monday	Tuesday	Wednesday	Thursday
	Issues Raised by Team Members			
	Follow-Up Items for Tomorrow			
	Possible Citations			
Related Citations & Core Questions				

Core Question 17:	Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)			
	Review Decision in Draft Head Start Review Report (circle one):			
	Preliminary Areas of Noncompliance		OR	
	No Preliminary Areas of Noncompliance			
	Monday	Tuesday	Wednesday	Thursday
Issues Raised by Team Members				
Follow-Up Items for Tomorrow				
Possible Citations				
Related Citations & Core Questions				

Core Question 18: Facilities, Materials, Equipment, and Transportation Review Decision in Draft Head Start Review Report (circle one): Preliminary Areas of Noncompliance OR No Preliminary Areas of Noncompliance				
	Monday	Tuesday	Wednesday	Thursday
Issues Raised by Team Members				
Follow-Up Items for Tomorrow				
Possible Citations				
Related Citations & Core Questions				

